



School Year: <input type="text" value="2010-2011"/> <input type="button" value="Go"/>	Form: <input type="text" value="96 Print Summary All"/> <input type="button" value="Go"/> <input type="button" value="Exit"/>
Form Must Be Completed By: Both Public and Non-Public	
District: 1701 School: 0000 Name: Denison Comm School District	

Division of PK-12 Education
Annual Progress Report (APR)
Minimum Requirements
Due Date: September 15
Print Summary All, Public

Chapter 12 Improvement Goals Reading	
281--IAC 12.8(3)(b)	
PUBLIC	
<p>The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.</p> <ul style="list-style-type: none"> • Annual improvement goals must be measurable. • Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement. 	
<p>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</p>	<p>Goal 1: All students K-12 will improve proficiency in reading comprehension, (LRG1,MCGF3,AR6,EIG1) prepared for success beyond high school.</p> <p>The following indicators will measure district progress with Goal 1:</p> <p>1a. Percentage of students who score at or above the proficiency level (41st percentile using national norms) on the Iowa Assessment reading comprehension test in grades 3 through 8, and the Iowa Assessment reading comprehension test in Grade 11, including data disaggregated by subgroups</p> <p>1b. District proficiency levels remain above state trajectory including safe harbor and bands of competency</p> <p>1c. Percentage of students in grades 2-8 who score proficient on the Basic Reading Inventory (BRI) in the spring of each year</p> <p>1d. Percentage of students in grades K-2 who meet spring grade-level benchmarks on the Phonological Awareness Test (PAT)</p> <p>1e. Averaged developmental standard scores on the Iowa Assessment reading comprehension test for each of grades 4-11 show a year's growth from that grade's performance the previous year</p>
<p>2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>By the end of the 2010-2011 school year, the reading comprehension achievement of students will improve. Averaged developmental standard scores on the Iowa Assessment for each of grades 4-11 will show at least a year's growth from that grade's performance the previous year.</p>
<p>Were the Annual Goals</p>	<p>NO</p>

Met?	
<p>Supporting Data to demonstrate that the district has or has not met its goal:</p>	<p>Our 3rd grade ITBS standard score of 184 was slightly less than one year of improvement from the 168 standard score in second grade. Our 4th grade ITBS standard score of 204 was greater than one year of improvement from the 184 standard score in third grade. Our 5th grade ITBS standard score of 220 was slightly less than one year of improvement from the 202 standard score in fourth grade. Our 6th grade ITBS standard score of 227 was less than one year of improvement from the 219 standard score in fifth grade. Our 7th grade ITBS standard score of 232 was less than one year of improvement from the 223 standard score in sixth grade. Our 8th grade ITBS standard score of 259 was greater than one year of improvement from the 245 standard score in seventh grade. Our 9th grade ITED standard score of 263 was greater than one year of improvement from the 251 standard score in eighth grade. Our 10th grade ITED standard score of 267 was less than one year of improvement from the 264 standard score in ninth grade. Our 11th grade ITED standard score of 276 was greater than one year of improvement from the 268 standard score in tenth grade.</p>
<p>If the District Did Not Meet its Goal 281--IAC 12.8(3) (b)(4)</p> <p>The plan to meet future goals includes the following:</p>	<p>We have made adjustments to our intervention programs and adopted a more rigorous implementation plan for mainstreaming our most at-risk students in our regular education programs. We have entered into agreements with NWAEA to have instructional coaches in all our buildings. We have an intervention strategist position at the elementary building. We are in the process of aligning our writing and reading curriculum to the Iowa Core Curriculum. We are continuing to implement the Downey "Walk Through" process with our administrative team to collect data on professional development implementation and fidelity of implementation. We are offering Sheltered Instruction Observation Protocol (SIOP) instruction to a number of our classroom teachers, and we are continuing our study of vocabulary and reading comprehension instructional strategies in the district and implementing more non-fiction writing in our curriculum.</p>
<p>2011-2012 Next School Year Annual Goals: 281--IAC 12.8(3) (b)(4)</p>	<p>By the end of the 2011-2012 school year, the reading comprehension achievement of students will improve. Averaged developmental standard scores on the Iowa Assessments for each of grades 4-11 will show at least a year's growth from that grade's performance the previous year.</p>

Chapter 12 Improvement Goals Math

281--IAC 12.8(3)(b)

PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

<p>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</p>	<p>Goal 2: All students in K-12 will improve in proficiency in mathematics, prepared for success beyond high school. (LRG2,MCGF3,AR6,EIG1)</p> <p>The following indicators will measure district progress with Goal 2:</p> <p>2a. Percentage of students who score at or above the proficiency level on the ITBS mathematics total test in grades 3 through 8 and the Iowa Assessment Mathematics test in Grade 11, including data disaggregated by subgroups.</p> <p>2b. District proficiency levels remain above state trajectory including safe harbor and bands of competency</p> <p>2c. Averaged developmental standard scores on the Iowa Assessment for each of grades 4-11 show a year's growth from that grade's performance the previous year.</p>
<p>2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>By the end of the 2010-2011 school year, the math achievement of students will improve. Averaged developmental standard scores on the ITBS/ITED for each of grades 4-11 will show at least a year's growth from that grade's performance the previous year.</p>
<p>Were the Annual Goals Met?</p>	<p>NO</p>
<p>Supporting Data to demonstrate that the district has or has not met its goal:</p>	<p>Our 4th grade ITBS standard score of 204 was greater than one year of improvement from the 184 standard score in third grade.</p> <p>Our 5th grade ITBS standard score of 221 was greater than one year of improvement from the 203 standard score in fourth grade.</p> <p>Our 6th grade ITBS standard score of 233 was less than one year of improvement from the 224 standard score in fifth grade.</p> <p>Our 7th grade ITBS standard score of 244 was greater than one year of improvement from the 228 standard score in sixth grade.</p> <p>Our 8th grade ITBS standard score of 264 was greater than one year of improvement from the 248 standard score in seventh grade.</p> <p>Our 9th grade ITED standard score of 264 was at one year of improvement from the 255 standard score in eighth grade.</p> <p>Our 10th grade ITED standard score of 269 was greater than one year of improvement from the 268 standard score in ninth grade.</p> <p>Our 11th grade ITED standard score of 284 was greater than one year of improvement from the 270 standard score in tenth grade.</p>
<p>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)</p> <p>The plan to meet future goals includes</p>	<p>We will implement research-based math interventions in regular classrooms to help close this gap. We have made adjustments to our intervention programs and adopted a more rigorous implementation plan for mainstreaming our most at-risk students in our regular education programs. We have entered into agreements with NWAEA to have instructional coaches in all our buildings. We have also added an intervention strategist position at the elementary building. We are in the process of aligning our math curriculum to the Iowa Core Curriculum. We are continuing to implement the Downey "Walk Through" process with our administrative team to collect data on professional development implementation and fidelity of implementation. We are offering Sheltered Instruction Observation Protocol (SIOP) instruction to a number of our classroom teachers.</p>

the following:

2011-2012
Next School
Year Annual
Goals:
281--IAC 12.8(3)
(b)(4)

By the end of the 2011-2012 school year, the math achievement of students will improve. Averaged developmental standard scores on the Iowa Assessment for each of grades 4-11 will show at least a year's growth from that grade's performance the previous year.

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Chapter 12 Improvement Goals Science

281--IAC 12.8(3)(b)

PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

Grade 8 is served.

Grade 11 is served.

Neither Grade 8 or Grade 11 is served.

SCIENCE ONLY: At this time, whole grade sharing districts that do not serve students in grade 8 or grade 11 (or both) because they send these students to another district are not required to have science goals or report science goal progress for the grade level or levels served by another district. **The rest of this form IS required, and will appear below, if EITHER GRADE 8 AND/OR GRADE 11 IS SERVED. See selection at left for latest status according to IDoE data.**

<p>Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)</p>	<p>Goal 3: All students in K-12 will improve in proficiency in science, prepared for success beyond high school (LRG3,MCGF3,AR6,EIG1).</p> <p>The following indicators will measure district progress with Goal 3:</p> <p>3a. Percentage of students who score at or above the proficiency level on the ITBS science total test in grades 3-8 and the Iowa Assessment Science test in Grade 11, including data disaggregated by subgroups.</p> <p>3b. Number of students who score at or above the proficiency level on district developed science assessment in grades 4, 8, and 11.</p> <p>3c. Averaged developmental standard scores on the Iowa Assessment for each of grades 4-11 show a year's growth from that grade's performance the previous year.</p>
<p>2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)</p>	<p>By the end of the 2010-2011 school year, the science achievement of students will improve. Averaged developmental standard scores on the ITBS/ITED for each of grades 4-11 will show at least a year's growth from that grade's performance the previous year.</p>
<p>Were the Annual Goals Met?</p>	<p>NO</p>
<p>Supporting Data to demonstrate that the district has or has not met its goal:</p>	<p>Our 4th grade ITBS standard score of 208 was slightly less than one year of improvement from the 198 standard score in third grade.</p> <p>Our 5th grade ITBS standard score of 228 was greater than one year of improvement from the 208 standard score in fourth grade.</p> <p>Our 6th grade ITBS standard score of 239 was greater than one year of improvement from the 227 standard score in fifth grade.</p> <p>Our 7th grade ITBS standard score of 250 was greater than one year of improvement from the 239 standard score in sixth grade.</p> <p>Our 8th grade ITBS standard score of 273 was greater than one year of improvement from the 259 standard score in seventh grade.</p> <p>Our 9th grade ITED standard score of 266 was less than one year of improvement from the 263 standard score in eighth grade.</p> <p>Our 10th grade ITED standard score of 274 was less than one year of improvement from the 275 standard score in ninth grade.</p> <p>Our 11th grade ITED standard score of 288 was greater than one year of improvement from the 274 standard score in tenth grade.</p>
<p>If the District Did Not Meet its Goal</p>	<p>We will implement research based instructional strategies to close the achievement gap. We have made adjustments to our intervention programs and adopted a more rigorous implementation plan for mainstreaming our most at-risk students in our regular education programs. We have entered into</p>

<p>281--IAC 12.8(3) (b)(4)</p> <p>The plan to meet future goals includes the following:</p>	<p>agreements with NWAEA to have instructional coaches in all our buildings. We have also added an intervention strategist position at the elementary building. We are in the process of aligning our science curriculum to the Iowa Core Curriculum. We are continuing to implement the Downey "Walk Through" process with our administrative team to collect data on professional development implementation and fidelity of implementation. We are offering Sheltered Instruction Observation Protocol (SIOP) instruction to a number of our classroom teachers.</p>
<p>2011-2012 Next School Year Annual Goals:</p> <p>281--IAC 12.8(3) (b)(4)</p>	<p>By the end of the 2011-2012 school year, the science achievement of students will improve. Averaged developmental standard scores on the Iowa Assessment for each of grades 4-11 will show at least a year's growth from that grade's performance the previous year.</p>

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Chapter 12 Alternative Assessment - Reading

281--IAC 12.8(3)(a)(1)

PUBLIC

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Reading.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Reading

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Chapter 12 Alternative Assessment - Math

281--IAC 12.8(3)(a)(1)

PUBLIC

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Math.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Math

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Chapter 12 Alternative Assessment - Science

281--IAC 12.8(3)(a)(1)

PUBLIC

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Science.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If **NO** is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Science

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Chapter 12 Multiple Assessments

Assessment Selections 281--IAC 12.8(3)(b)(5)

PUBLIC

- All districts must report reading and mathematics multiple assessment data, the multiple assessment must include one reading assessment at any grade level and one math assessment at any grade level served by a district.
- Districts are only required to report science multiple assessment data if they serve students in grades 8 and/or 11. The assessment can be at any grade level served by the district.
- Whole grade sharing districts only report data within grade levels served by the district.

[View Complete Assessments List](#)

[List of All Available Assessments](#)

Reading

Assessment Used:	BRI - Basic Reading Inventory (a.k.a. – John’s BRI) (30)
Other Assessment: Name/description/comment about the "other" assessment, or N/A if whole grade sharing.	(No "Other" Assessment Data)
Explanation -- How did the students do on this test?	<p>BRI - Comprehension: 27% of Second Graders scored at the Independent Level in Fall of 2010; 67% of Second Graders scored at the Independent Level in Spring of 2011. 43% of Second Graders scored at the Instructional Level in Fall of 2010; 30% of Second Graders scored at the Instructional Level in Spring 2011. 30% of Second Graders scored at the Frustration Level in Fall of 2010; 3% of Second Graders scored at the Frustration Level in Spring of 2011.</p> <p>BRI - Fluency: 48% of Second Graders scored at the Independent Level in Fall of 2010; 69% of Second Graders scored at the Independent Level in Spring of 2011. 34% of Second Graders scored at the Instructional Level in Fall of 2010; 20% of Second Graders scored at the Instructional Level in Spring of 2011. 18% of Second Graders scored at the Frustration Level in Fall of 2010; 11% of Second Graders scored at the Frustration Level in Spring of 2011.</p>

Math

Assessment Used:	Locally Developed Assess (195)
Other Assessment: Name/description/comment about the "other" assessment, or N/A if whole grade sharing.	(No "Other" Assessment Data)
Explanation -- How did the students do on this test?	97% of the 5th grade students scored above 80% (the district-established level of proficiency) on the end-of-the year math assessment .

Science

Assessment Used:	ACT Assessment (ACT product) (8)
Other Assessment: Name/description/comment about the "other" assessment, or N/A if	(No "Other" Assessment Data)

[whole grade sharing.](#)

Explanation -- How did the students do on this test?

Juniors taking the ACT scored an average 21.2 on the science component. The state average is 22.4.

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Chapter 12 Post-Secondary Data

Measure of Probable Post-Secondary Success 281--IAC 12.8(3)(a)(6)

Percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score or status on a measure indicating probable post-secondary success.

List assessment used and cut score:	Any students in grades 9-12 who took ACT during the 2010-2011 school year with a cut score of 20.
<p>This measure is the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution.</p> <p>If available, ACT data will be automatically provided. These data are from the last available Project EASIER Spring/B.E.D.S.</p>	<p>81 Total number of students achieving a score or status on a measure indicating probable post-secondary success. If the measure used is the ACT, the cut score for probable post-secondary success is 20. (Number of students who took the ACT test with probable post-secondary success: 81. Iowa Testing information from Project EASIER BEDS table.)</p>
	<p>128 Total number of students who took the test. (Number of students who took the ACT test: 128. Iowa Testing information from Project EASIER BEDS table.)</p>
	<p>63.28% Total percentage of students achieving a score or status on a measure indicating probable post-secondary success. The percentage is the number of students who took the ACT and scored 20 or higher, divided by the number of students who took the ACT.</p>

Post-Secondary Education/Training Intentions 281--IAC 12.8(3)(a)(5)

<p>All high school seniors who intend to pursue post-secondary education or training.</p> <p>PUBLIC These data are from the last available Project EASIER Spring/B.E.D.S.</p>	<p>111 Total number of seniors who intend to pursue post-secondary education/training. (Number of seniors who declared post-secondary education intentions: 112. Data from Project EASIER BEDS table.)</p>
	<p>173 Total number of seniors who have graduated. (Number of seniors: 182. Data from Project EASIER BEDS table.)</p>
	<p>64.16% Total percentage of seniors intending to pursue post-secondary education/training. The percentage is the number of seniors who intend to pursue post-secondary education/training, divided by the number of seniors.</p>

Core Program Completers 281--IAC 12.8(3)(a)(7)

<p>All high school graduates who completed a core program which includes four years of English/language arts and three or more years each of mathematics, science, and social studies.</p>	<p>142 Total number of high school graduates who completed a core program.</p>
	<p>173 Total number of high school graduates.</p>
	<p>82.08% Total percentage of high school graduates who completed a core program. Percent arrived at by dividing the number of graduates who completed a core program by the total number of graduates.</p>

Chapter 12 Post-Secondary Dropout Data

Dropout Data 281--IAC 12.8(3)(a)(4)

"Dropout" means a school-age student who is served by a public school district, or accredited nonpublic school, and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.

IMPORTANT Dropout data lags by one school year for the purpose of the APR summary to be viewed by the general public. On this form, the dropout data are from the prior school year (2009-2010), while the APR itself is in the current school year (2010-2011).

Dropout Definitions

According to the CCD definition, a dropout is an individual who

- was enrolled in school at some time during the 2009-2010 school year (on or after October 1, 2009)
- is not enrolled as of Count Day 2010
- has not graduated from high school or completed a state- or district-approved education program; and
- does not meet any of the following exclusionary conditions:
 - a. transfer to another public school district, private school, or state- or district-approved education programs
 - b. temporary absence due to suspension or school-approved illness; or
 - c. death

For the purpose of this definition:

1. The school year is the 12-month period of time beginning on Count Day.
2. Dropouts from the previous summer reported for the year and grade in which they fail to enroll. For example, a student completing 10th grade in 2009-2010, who does not enroll the next year would be reported as an 11th grade dropout for 2010-2011.
3. Individuals who are not accounted for on October 1 are considered dropouts.
4. A school completer is an individual who graduated from high school or completed a state- or district-approved educational program upon receipt of formal recognition of school authorities.

All Dropouts 2009-2010	26	Total number of All Dropouts, grades 7-12.
	988	Total number of All Students, grades 7-12.
	2.63%	Total percentage of All Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
DROPOUT SUBGROUPS		
Female 2009-2010	13	Total number of Female Dropouts, grades 7-12.
	485	Total number of Female Students, grades 7-12.
	2.68%	Total percentage of Female Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Male 2009-2010	13	Total number of Male Dropouts, grades 7-12.
	503	Total number of Male Students, grades 7-12.
	2.58%	Total percentage of Male Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
White (not of Hispanic origin) 2009-2010	12	Total number of White (not of Hispanic origin) Dropouts, grades 7-12.
	556	Total number of White (not of Hispanic origin) Students, grades 7-12.

	<p>2.16% Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Black (not of Hispanic origin) 2009-2010	<p>1 Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.</p> <p>11 Total number of Black (not of Hispanic origin) Students, grades 7-12.</p> <p>9.09% Total percentage of Black (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Hispanic 2009-2010	<p>11 Total number of Hispanic Dropouts, grades 7-12.</p> <p>404 Total number of Hispanic Students, grades 7-12.</p> <p>2.72% Total percentage of Hispanic Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
American Indian or Alaskan Native 2009-2010	<p>1 Total number of American Indian or Alaskan Native Dropouts, grades 7-12.</p> <p>3 Total number of American Indian or Alaskan Native Students, grades 7-12.</p> <p>33.33% Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Asian 2009-2010	<p>1 Total number of Asian Dropouts, grades 7-12.</p> <p>13 Total number of Asian Students, grades 7-12.</p> <p>7.69% Total percentage of Asian Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Pacific Islander 2009-2010	<p>0 Total number of Pacific Islander Dropouts, grades 7-12.</p> <p>0 Total number of Pacific Islander Students, grades 7-12.</p> <p>0.00% Total percentage of Pacific Islander Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Multiple (2+ Race/Ethnicity) 2009-2010	<p>0 Total number of Multiple (2+ Race/Ethnicity) Dropouts, grades 7-12.</p> <p>1 Total number of Multiple (2+ Race/Ethnicity) Students, grades 7-12. Students are only counted once on this form. This field is not used unless the student is counted in this field only. This field is not used if the multiple race/ethnicity includes Hispanic, the Hispanic field is used, instead.</p> <p>0.00% Total percentage of Multiple (2+ Race/Ethnicity) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Disabled/IEP 2009-2010	<p>5 Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p>97 Total number of Disabled/IEP Students, grades 7-12.</p> <p>5.15% Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
English Language Learners (ELL) 2009-2010	<p>10 Total number of English Language Learners (ELL) Dropouts, grades 7-12.</p> <p>322 Total number of English Language Learners (ELL) Students, grades 7-12.</p> <p>3.11% Total percentage of English Language Learners (ELL) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>

Additional State Requirements

Other Locally Determined Indicators 281--IAC 12.8(3)

These are additional indicators that impact student learning as determined by the local school or school district. N/A does not apply—every school district must report at least one additional locally determined indicator.

Reading: Phonological Awareness Test, Spring 2011
 95% of Denison's First Graders scored proficient in Rhyming.
 90% of Denison's First Graders scored proficient in Deletion.
 97% of Denison's First Graders scored proficient in Blending.
 98% of Denison's First Graders scored proficient in Segmentation.
 98% of Denison's First Graders scored proficient in Isolation.
 93% of Denison's First Graders scored proficient in Substitution.
 98% of Denison's First Graders scored proficient in Graphemes.
 94% of Denison's First Graders scored proficient in Decoding.

Progress with Early Intervention Goals 281--IAC 12.8(3)(a)(8)

Early intervention goal(s) might be the same as a 4th grade reading or mathematics goals or can be reading and mathematics goals specific to K-3.
 Early intervention goal(s) might also be class size reduction goals.

Did the school districts accept Early Intervention funding?

YES

All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.

Our early intervention goal is to improve communication and teacher to pupil ratios during literacy instruction. We met our goal by establishing common planning times among Title I, ELL, special education and general education staff. During these times, the staff can communicate about individual student needs and review student achievement data to better inform their instruction. Additionally, Title I, ELL, Reading Recovery, and special education serve students during the literacy block which helps to reduce the size of our small groups during small group reading instruction. The creation of a literacy team has also helped facilitate our work. Title I, Special Education, ELL, and each grade level is represented on the team, providing us an opportunity to align our work K-5.

Athletic Eligibility Report for the Iowa State Board of Education

Assistance for Student Athletes

- | | |
|--|---|
| Check any of the following assistance mechanisms that your district provides for student athletes in grades 9-12. | <ul style="list-style-type: none"><input checked="" type="checkbox"/> Classroom teacher interventions<input checked="" type="checkbox"/> Coach interventions<input checked="" type="checkbox"/> Study hall/study table<input checked="" type="checkbox"/> Tutors<input checked="" type="checkbox"/> Parent involvement<input checked="" type="checkbox"/> Classroom interventions<input checked="" type="checkbox"/> Problem solving team<input checked="" type="checkbox"/> Before/after school help<input checked="" type="checkbox"/> Counseling services<input checked="" type="checkbox"/> At-risk program<input checked="" type="checkbox"/> Progress reports |
|--|---|

Other

Describe any other student athletic eligibility standards or assistance mechanisms for your school district.	<p>In addition to the State No Pass No Play Rule at semester (for any failing grades), the Denison Community Schools may deem a student academically ineligible for more than one F on a grade report (1st quarter midterm, 1st quarter, 2nd quarter midterm, 2nd quarter, 3rd quarter midterm, 3rd quarter, 4th quarter midterm, 4th quarter). A student remains ineligible until a grade report shows the student is failing no more than one class under the district's guidelines unless it falls at semester and they are in violation of the state law.</p>
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Assurances

Assurances -- Public ONLY

YES	The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment.
YES	The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.
YES	The district has incorporated Core Content Reading Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content Math Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content Science Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has students that are English Language Learners (ELL).
YES	The district has adopted English Language Proficiency (ELP) standards for ELL students.

Assurances -- Public and Non-Public

YES	All information required for this APR has been or will be reported to the local community. Here is the date(s) the required content was or will be reported to the community: 9-19-2011
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District Information

Authorized Agency	Denison Comm School District 819 N 16th St Denison, Iowa 51442 AEA: AEA 12 Northwest (<i>district filed under aea control code 9212</i>)
Primary APR Contact	Name:* Michael Pardun Title:* Superintendent Telephone:* 712 - 263 - 2176 Extension: FAX:* 712 - 263 - 5233 Email:* Click, below, to email contact: mpardun@denison.k12.ia.us